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ABSTRACT

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of Individually Guided Education, a program which was developed at the University of Wisconsin Research & Development Center; creative playacting; women in education, including children's perceptions of women and their roles (first of a series); responses to a previous program concerning alumni contributions; and education news highlights. Participants in the program are John Merrow and Wendy Blair, moderators; Louis Romano; Dan Lockwood; Isabel Burger, of the Children's Theatre Association; Eric Saunders; and Selma Greenberg. (JM)

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THE GEORGE WASHINGTON UNIVERSITY

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THE WEEK OF FEBRUARY 2, 1976

National Public Radio

Options in Education

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OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy & people in the field of education. The program is available for broadcast to the 181 member stations of National Public Radio.

Executive Producer is John Merrow, Producer is Midge Hart, Co-Host is Wendy Blair, Reporter is David Ensor.

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INTRODUCTION

(Music)

BLAIR: I'm Wendy Blair with NPR's OPTIONS IN EDUCATION.

(Music)

OPTIONS IN EDUCATION is a news magazine about all the issues and developments in education -- from the ABC's of primary education to the alphabet soup of government programs. If you've ever been to school, we have something that will interest you.

(Music)

On this edition of OPTIONS IN EDUCATION, we take a tour of "Individually Guided Education", as practiced in Michigan.

MERROW: I'm John Merrow. We also discover that there are other "options in education" - literally - and after instruction in "creative play-acting", we imagine a "dig" with a second-grader turned archaeologist.

> MERROW: Have you found almost all the bones for each fossil, or did you have to . . . build some, reconstruct some?
>
> ERIC: We had to build some - reconstruct - yes. Because there was one about a . . . about a -- we call it "the monster" because it's a really big one, and it was a plant-eater, but right now it's -- we lost some parts. A few days ago we had a robbery.

BLAIR: And we're going to begin a new series on "Women in Education." This week we find out how children learn the proper behavior for their sex.

> CHILD: Well, I think everybody has explained what sexism is, but the problem is that everybody has been brought up with sexism in the school systems, generally - and most of the books for children are sexist. And you can't get around it!

BLAIR: Over the last two decades, the American classroom has been the proving ground for a number of new teaching techniques and approaches. A major effort has been made to individualize and personalize the learning experience and to broaden the student's knowledge beyond the 3 R's. One of these new programs is called "Individually Guided Education", which was developed at the University of Wisconsin Research & Development Center. IGE, as it's called, attempts to individualize education and make it exciting for teacher

and student. IGE uses team-teaching, non-graded grouping of students, and other techniques. Steve Jensen of member station WKAR visited an IGE school in Eaton Rapids, Michigan, and talked with Dr. Louis Romano, Professor of Administration & Higher Education at Michigan State University.

ROMANO: I think the exciting thing about IGE is that they've looked at the total teaching/learning situation. So many of the past programs looked at segments. They might have looked at science, social studies, reading, math - or they'd attempt to do a little "teaming", or they'd attempt to do a little "non-gradedness". This program is a total approach to teaching and learning.

BLAIR: The Principal of Southeastern Elementary School in Eaton Rapids is Dan Lockwood.

LOCKWOOD: I'm contacting Michigan State University. Dr. Louis Romano consented to come to Eaton Rapids and to instruct the staff and myself in this. This isn't something you do over night. This is something that required months and months of our staff and myself, secretary, aides going to school - to train for this program, and we're very happy we did this.

ROMANO: It has an administrative organization. It has a structure. It's a multi-unit school - or the word "teaming" and "unit" are the same. It's a series of teams of teachers. For example, three teachers, a para-professional, and a group of 75 to 80 youngsters are in a team, and the groups are all inter-aged. In other words, you'll find first, second and third graders - or, possibly, a two year span, first and second graders - all mixed up in a group. You see, we're not looking at ages. We're looking at children. and trying to determine their learning needs. We assess them. Once we know what the assessment is, we design a program for them. And then once they've been exposed to a learning program, then, we assess them again - a post-assessment - to find out where they are before they go on to the next skill. You'll see a lot more of freedom in an IGE school. You'll find, as I say, more movement, a little more of what I call "learning noise", which is a very justifiable thing in a learning/ teaching situation in a school I've described.

(Children singing)

MERROW: Dr. Louis Romano of Michigan State University. While Dr. Romano continues his comments, Dan Lockwood takes us on a tour of his school.

LOCKWOOD: The building is designed in a circular pattern. The area we're approaching now is Area #1. We have other names for these. This is made up of 1st & 2nd grade aged children. Let's move into the area?

This area that we're in has a soundproof screen, which divides one-third of this classroom from the other two-thirds. That's put in there so you can have a noisy activity going on on one side - and on the other side of the screen would be considered classroom instruction -- without bothering either one.

JENSEN: Do the children in this kind of setting get their 3 R's as we would call it?

LOCKWOOD: We think the 3 R's are basic to everything. They take top priority in an IGE program.-- in conjunction with the child's self-image. We really feel we have other things today that maybe are not as important as the 3 R's, but certainly we have to devote major attention to them. This is the child's self-concept, the image of himself, how to relate to his peers, how to relate with adults.

You will find as you walk through here that the children are extremely happy in this school - sincerely. This is a part of the program: How to get along with people. We think this is important. Just look at the world today, if you don't believe this.

We have now moved into Area #2. This happens to be 6, 7 and a few 8-year old children in here - right now working with a group of 51 children, there are two teachers. There is also a parent, who is here on a voluntary basis.

JENSEN: May we eavesdrop a little bit on what's going on here?

LOCKWOOD: Yes, we can eavesdrop a little bit.

TEACHER: Okay, Ted?

TED: (Child reading) You can run now . . .

TEACHER: Wait a minute, Joey. The bus is what? Look at that again. It has an "ing" on the end . . .

LOCKWOOD: As you individualize more and more, we found that we ran out of hands very simply. So, we went out seeking help from outside. Last year, with an FTA group from a high school, we had upwards of 28 high school children coming over after their school-day was over with to help us with our last hour of the day because of a staggered scheduling.

We found, then, that we needed adult help also. So, we have 18 parents and grandparents who come in this building this year on a regular basis to give us a hand with children.

ROMANO: Parents are involved in terms of assessment. Now, is there a call for a parent-teacher conference? They know just where a child is in terms of his skills. There's a lot of interaction between the teachers, the parents, the children in this kind of school.

CHILD: It's really good. There's a lot of teachers here, and they know a lot of things. They teach. I like a teacher to teach me how - because sometimes I don't know how to do things. Like, sometimes in this workbook -- like, the first time, I didn't know this, and my teacher taught me.

LOCKWOOD: This is a tremendous process in our hiring - far different from what I've been accustomed to in the past. Now, I look for a good teacher, yes. But I also have to look at her philosophy of education. I have to look at her personality. I have to think, "Will she blend in with the other team members she'll be working very closely with?" Because, you know, this thing is really like a marriage, in a way. These people work very, very closely together during their working hours.

We don't say that philosophies of education have to be exact, but they do have to be able to bend themselves a little bit - a give-and-take kind of thing. So, not only do I have a say in this selection process, of course, but I invite the staff members to come in who will be working with this person.

As we go around the loop, you'll see groups of children working. You may well see them on their tummies, under the table reading or listening to cassette players which they always have at their disposal. They can take cassette players, filmstrip viewers and so forth at any time they wish.

And the reason this area works so well is -- Before they leave their area, they have agreed with their classroom teacher, "I'm coming out here for this purpose". So, each of them do have a purpose out here. They're looking up materials for a resource paper or whatever it is. This is an extension of the classroom. There's very little supervision out here. We have a Library Clerk who works in this area. Children are on their own, and we think this is part of the growing-up process.

(Children singing in background)

JENSEN: The "growing-up process" at Southeastern Elementary School in Eaton Rapids, Michigan. The bottomline has yet to be written on Individually Guided Education, but many persons are holding out great promise for it. And, if you can find students, teachers, staff & parents as dedicated and excited as those in Eaton Rapids, then, that's half the educational battle. This is Steve Jensen.

BLAIR: Guiding - not teaching - children to develop what's best in them is the ideal many teachers are working toward. Perhaps this is best done by capitalizing on the natural activities of children: the games which every generation of children instinctively invents - like, "Let's pretend."

Isabel Burger believes in the value of "creative play-acting" - as she explains to Bill Siemering of member station KCCM in Moorhead, Minnesota.

BURGER: . . . Because I majored in Classical Greek in the first place . . . So, I'm very fond of Socrates. But he did say - and I love this - "One can only teach whom one loves." - and I like to add: One can only learn from one whom one loves. And I think it's true.

SIEMERING: That is the key-stone of the philosophy of Isabel Burger, a nationally known authority on creative drama for children. She's the Founder & Administrator of the Children's Theatre Association in Baltimore, Maryland, and the author of a book, "Creative Playacting". Recently, she conducted a workshop for teachers in Fargo, North Dakota, and she explained during a break that even though she talks about playacting, she's not interested in training youngsters for the theatre.

BURGER: Basically, I'm interested in helping to build people, and I guess there's a little bit of the reformer or missionary or something or another inside deep that has to come out, and I discovered very early something that would help to build people.

SIEMERING: How do you build people through drama?

BURGER: Basically, working toward this with children is a very simple thing - because we talk first about -- "What makes a fun person in a group?" -- I talked to the children yesterday on the stage about that, and they answered immediately: "Somebody who doesn't want to always think about himself and always want to do his thing and never listen to what you're interested in. And somebody who when you're on a camping trip will do something and not leave you with all the work to do." And we got a few of these kind of spontaneous replies. And I said, "That's great. And, basically, what are you all saying to me? You're saying that you don't like to be around selfish people. Right? Who're just thinking about themselves." "They're not any fun", said one little nine-year old. "Of course, they're not any fun."

What's this got to do with drama? And I said, "You know, when you're pretending to be somebody else, you can't think your self thoughts - because if you think your thoughts, you can't think anybody else's thoughts." And one little girl popped up, and in a small voice, "You mean, we have to think the thoughts of the person we're trying to be." -- which is the

brightest remark I've ever heard of - after five minutes of talking with these children. That's exactly right.

And I said, "While you're taking your self-thoughts out, and becoming somebody else, if you do it many hours, many days, many weeks - after all, you learn to think how other people feel and how other people do things, and you don't become the selfish person who's never wanted anywhere."

Oh -- they began to see the connection with all my self-centered talk that we'd started with. So, I said - "We're doing 'believable' make-believe today. We're going to be other people, and we're going to think other people's thoughts; the people who are in the situation that we make right here." So, we immediately started doing the simplest kind of thing. I said, "It's your birthday. All of our birthdays. We're celebrating it at once." We were all sitting on the floor, in a circle. And I said, "You won't believe it, but I just got your present. I put a box behind you. Don't look now. It's a lovely box of fudge I made." I described the box, showed them the size, and I said, "When I say, 'Look!', get the box, open it, take one piece out. Eat one piece. Put it all in at once - even if it's rude. Cover the box up and put it back of you. Don't think one thing about your neighbor, about me, about anything -- only about that box. Isn't it beautiful? What are some of the thoughts?" And we gave each other some thoughts we think when we saw the box. And, my dear, with the exception of about three, seven out of those ten children were as concentrated and as believable in being this birthday-child eating the fudge that you ever saw in your life.

And, so, then we went to something more difficult and more difficult. Now, here it is. This is the kind of thing that helps the imagination develop; that helps these children learn to create, to spontaneously put themselves in somebody else's shoes; try on another character immediately - and understand the other character.

So, they go into life -- as our Children's Theatre slogan used to say in Baltimore years ago -- "Playacting can be a child's rehearsal for his role as a grown-up."

SIEMERING: Now, does this help them also to project some of the kinds of negative feelings that children have in a useful way and a non-threatening way? They can express anger, for example, which may not be acceptable?

BURGER: You said a beautiful thing: "Non-threatening" is exactly what this situation is -- because we give them situations that are filled with emotional patterns -- because all human relationships are. So, it's a very dangerous situation.

And I think, frankly, that we've got to help these children be involved in emotional situations where they can feel in an unthreatened way, as you said so wisely -- because in a scene, nobody's threatening you. You can be as angry as you want to about somebody throwing your bike down the hill.

SIEMERING: It's kind of a way of objectifying your emotions in a useful way. And then you can look at them, talk about them . . .

BURGER: Exactly. We discuss every scene - before & after. "What would you think? How would you feel? What would you feel if somebody did this to you?" It's a marvelous idea. But they build amazing scenes this way.

SIEMERING: Now, does this have an effect on other disciplines, such as writing? Or does it affect behavior and discipline patterns in school?

BURGER: Tremendously. Tremendously. It's an amazing thing. And it helps grace. It develops vocabulary. They feel comfortable about new ideas, and all kinds of interesting things happen in terms of writing. Marvelous things in terms of new words - because these come a mile-a-minute as a child has to find dialogue for an original scene - and he's in a spot - and he knows what he wants to say, and he'll struggle until he finds the words to say.

And I've taught everything through this method -- from history and biography and literature to, even, math, one time, and Greek Mythology -- and had a marvelous time with it, and, successfully so. So, they're doing two things at once: They're vitalizing their subject matter and they're helping human development -- exactly at the same time.

SIEMERING: And that interchange of the creative with the cognitive is . . . they complement each other.

BURGER: Yes, perfectly. And there's no reason that it shouldn't be done this way. And if they can feel comfortable about doing this way, everybody would use it. But it's the lack of training in teacher-training institutions. They don't feel comfortable because they don't feel comfortable with themselves. And, therefore, they're afraid to let go, you see, with these children. You have to know where you're going. You have to know where you're going with what you're teaching.

BLAIR: Isabel Burger - explaining the value of "creative playacting to Bill Siemering of station KCCM in Moorhead, Minnesota.

John Merrow went off to a local, public school to test the theory - and here's what happened:

MERROW: Let's have a conversation. Let's imagine that you're an archaeologist, and I am, too. Okay.

ERIC SAUNDERS: Okay.

MERROW: You start the conversation, and I'll talk back.

ERIC SAUNDERS: Well, a few days ago, we were going on a science trip, and we were studying fossils, and my friend and me - we found some fossils - and they were, like, "trinosaurex" fossils.

MERROW: Does it take a long time to dig down? Do you have to dig down deep to find these bones and skeletons?

ERIC SAUNDERS: Sometimes you do and sometimes you don't. Sometimes when you . . . you just follow the footprints, and then there's a dinosaur. We've got a few of these fossils made, and we've got about, I'd say, a hundred in the museum.

MERROW: Well, Doctor, will you be putting these fossils on exhibit in the museum?

ERIC SAUNDERS: Yes.

MERROW: So, the public will be able to come and see them?

ERIC SAUNDERS: Yes. We're having in a few days the President coming to look at our, to see them. And if he says they're good fossils, then . . . if he says they're good fossils, we might be able to have a bigger group.

MERROW: You mean the president of the museum, or the President of the United States?

ERIC SAUNDERS: The President of the United States.

MERROW: Is he interested in archaeology?

ERIC SAUNDERS: No, but he wants to come over and see this.

MERROW: Have you found almost all the bones for each fossil, or have you had to build some, reconstruct some?

ERIC SAUNDERS: We had to build some - reconstruct, yes. Because there was one about a . . . about a . . . we call it "The Monster" because it's a really big one. And it was a plant-eater, but right now, we lost some parts. A few days ago we had a robbery.

MERROW: Someone stole the parts.

ERIC SAUNDERS: Yes. Well, now we have to go back on another hiking trip to find more fossils.

MERROW: Well, Doctor, what would you say is the most interesting thing that you've found?

ERIC SAUNDERS: Well, the most interesting thing we've found is a dinosaur egg. We hatched it open, but there was nothing alive, but we found the baby.

MERROW: You actually found a baby dinosaur?

ERIC SAUNDERS: Yes, we did.

MERROW: Now, if that dinosaur had been alive, could you have kept it alive?

ERIC SAUNDERS: Yes, we could have, but it could be very dangerous. It was a meat-eater. If we tried to grab it out, it might bite us But if it was a plant-eater, it still could hurt. But we're studying it. We put it under a chemical. So, now we're shrinking it.

MERROW: Why, why are you doing that?

ERIC SAUNDERS: Well, we're shrinking some dinosaurs - we're shrinking some and making them gold.

MERROW: This is not archaeology. This sounds like some very advanced science.

ERIC SAUNDERS: Yes, science comes with archaeology. We have some science-men working with us. But my men in my team - we studied them and we find them.

MERROW: You say "your men" in your team. Do you have women working on your team, also?

ERIC SAUNDERS: Yes, we do.

MERROW: There are women scientists.

ERIC SAUNDERS: Well, that's certainly heartening to know. I know I've kept you from your work, Doctor, and I'm sure you want to get back to reconstructing the skeletons and then putting the exhibit back together for the President, but thank you very much.

ERIC SAUNDERS: Okay.

BLAIR: Eric Saunders, a second grader at the Oyster School in Washington, D. C. As John observed to young Dr. Saunders, "It's heartening to know that women are included in the research team."

How children perceive women and at what ages children learn sexual stereotypes are subjects of research being done by Dr. Selma Greenberg, Professor of Education at Hofstra University in New York. John asks Professor Greenberg to explain results of tests given to children in the 4th, 6th, 8th and 10th grades.

GREENPERG: We found out that the overwhelming majority of responses were very dependent on the sex of the respondent -- that is, women, females, girls of the 4th, 6th, 8th and 10th grades were much more optimistic and positive toward women taking on roles that as a group hitherto fore they'd not participated in.

We found that males of 4th, 6th, 8th and 10th grades were much less positive toward the notion of women participating more actively in their society.

Let me add one thing that might be of interest? A student came to me at the time I finished the study and said, "I'd like to look at the difference between those children whose mothers are employed outside the home and those children whose mothers work at home only."

And she ran the same questionnaire on 100 6th grade children, and found that while sex was still determining the major difference in responses, your most egalitarian child was the female whose mother worked outside the home, and your least egalitarian responses came from the boys whose mothers worked only at home.

So, your traditional child was most dramatically the boy whose mother maintained the traditional role. And this was substantiated in the work of Geneva Puffer who studied in a very sophisticated way the children of mothers who played the traditional role, and the children of mothers who were less traditional.

I'll tell you the one surprising thing: If you asked the children about the intelligence of their parent, it's pretty surprising to the women who were working at home, fulfilling what they believe to be the societal injunction to find out that their kids think they're dumb. That they didn't expect to be one of the side-effects -- so that if you ask the child of a woman who works outside the home, "Are women as intelligent as men?" Or, "Are women and men equally intelligent?", the woman who works outside the home is more likely to have the child who considers women intelligent. Now, I don't think that women who elected a traditional role thought that would be one of the pay-offs for staying at home, and doing, you know, what society has always told them is so admired and valued.

MERROW: So, the kid must be getting conflicting signals from society about work and women.

GREENBERG: Or, whether the kid is or isn't, it's the woman who's getting conflicting signals -- that you stay at home, doing what you think is appropriate, and it has always been the case that women's work is not particularly valued. You're told to do it, but in the real world, as everyone knows, it is not as valued as being a professor or doctor, or engineer - or, presumably, any kind of work these mothers did outside the home. So, they could be a checker at the check-out counter at a local supermarket, their child would have a more positive notion of the mother's intelligence than if the mother was at home.

MERROW: You said you asked kids how they felt about changing roles. What kind of questions did you ask, Professor?

GREENBERG: "Would you like to see more women-jockeys at the race tracks?" That sort of thing. "Should more women be encouraged to practice medicine?" "Would you like to go to a woman-doctor?" We asked, "Should women be allowed to vote?" And, at that time, which was 1972, 30% of our male respondents said, "No". Well . . .

MERROW: What was the figure on women? Do you recall?

GREENBERG: Eight percent said "No", which was a little staggering, but it's a long way from 30%. But our differences were of that magnitude, which is . . . I cannot tell you how hard that is to get in most research. Usually, you're working on 1/10th of a percentage point. We were getting enormous statistical differences in responses.

MERROW: Does it make a difference, Professor, when you phrase a question? If you say -- "Are men and women equally intelligent?" -- instead of saying -- "Are women as smart as men?"

GREENBERG: I'm sure it makes a difference, and had our differences been slight in response, we would have taken seriously . . . we took seriously the wording from a political standpoint. We should not have been asking sexist questions, but the responses were so massively different that we didn't feel you could account for it by the language.

For example, we would have rather neutral questions like -- "Would you expect to see a woman President in your lifetime?" The order of magnitude of responses was exactly the same. The female said "Yes" in large number. The males tended to say "No". So that we did not get a tip-off from the difference in language in the questionnaire itself -- that language was picking it up. Except, the question said, "Should more women be encouraged . . ." got the most difference in response. And when we tried to track that down, we came across an interesting phenomenon, which is: Women feel themselves to be discouraged from participation, and, therefore, feel the need to be encouraged. Males don't see that they're in a system in which they're being encouraged and the females are being discouraged. They feel that they are in a totally equal situation. So, they were offended by the notion that the women would be encouraged. So, it really picked up the marked difference in perceptions -- between what the females know to be their school experience and what the males think the female educational experience is.

MERROW: Well, now, you went on from this study of 4th, 6th, 8th and 10th graders to do some work in nursery school with pre-school kids, using pictures. Tell us about that.

GREENBERG: What we said to ourselves after we got a picture of this big division between males and females in response was -- "At what age do children begin to understand what the world of political, social and economic participation looks like? At what age do they get the message that men do certain things and women do another?" And then we also wanted to know if they expected that this was going to repeat itself?

So, the first thing we did was to develop pictures of young children, and of adults -- but, first, we used the young children pictures -- and we would put out six pictures (three male and three female), and we'd ask a child a question like: "One of these children is going to grow up to ride horses in the races. Guess who."

And we would go through a set of about ten, I guess it was more - 15 questions like that. And then we would show them pictures of adults and say, "One of these adults is a jockey. Guess who."

MERROW: Now, would one of the adults be in jockey costume?

GREENBERG: No, no, no. Everyone was . . . In fact, that was the hardest part. I might add in passing that it is very hard nowadays to get pictures of men and women in which they're very different from one another unless the male was wearing a moustache or beard, which is supposedly to negatively affect the response. So, we had to get six year old pictures to get the stereotypic male/female differences.

MERROW: Which says the world is changing.

GREENBERG: Right. And the children -- it was almost impossible. We had to get, like, ribbons in hair. And, so, anyway -- the world is changing, but who knows to what?

So, what we did was find -- Now, once children understood what a job was. For example, the word "principal" was hard for them, and they didn't know what that job meant. But once they understood what it was, they had it sex-linked, or sex-associated. Until they quite understood what the job was, they'd always choose someone who was of the same sex as themselves. So that if you said to a 2 1/2 year old, "One of these chose the role to be a principal. Guess who." And if the 2 1/2 year old was female, she'd choose a female picture. But once they understood what principalship meant, they would always choose a male.

And that's why the older the children got, they more stereotypic the response. But a nicer way of saying it -- The more they knew their world the wiser they became in the ways of the world the more accurately stereotypic their responses were.

The upsetting part was that they'd also choose a child of the appropriate sex. They would not choose a female child to grow up to be a doctor. Now, I had the experience of doing some of the testing myself, and I was sitting with a young girl, and I put out the pictures and I said, "One of these children is going to grow up to be a dentist. Guess who." And she put her finger on the picture of a female, and I was about to record it when she said, "She's going to be his nurse". And then pointed to a picture of a male, "And he's going to be the dentist". She had the whole office furnished already at three years of age.

The other thing we did - and we picked up a very interesting bit of information: We asked the children, "Really, what is a good thing for a girl to be when she grows up? What's a good thing for a boy to be when he grows up?" And one of the answers we got was -- "Policewoman" -- which stunned us; that that was a common response. And we realized after . . . we couldn't understand it that they call the crossing guards, who are very common in their visual field as "police officers". We don't code them. They're in uniform. We code them as "crossing guards".

Let me say one thing? One of the things that's happened out of the work we did is that people have said -- "If you're three years of age, it's too late. You've been stereotyped already." If you're a Piagetian, you know that at a very young age you cannot

extrapolate beyond the scene and observe. You have to be about 14 or 15 before you can imagine a world different from the world that has been observed. So, it may be that you're most conservative in your notions of the world at two or three or eighty and ninety, but there is, certainly, a few years where you can grab 'em in between.

MERROW: You have a lot of hope.

GREENBERG: Yeah, well, it depends on the day.

MERROW: Where do kids learn all this? You told me earlier that you did this same kind of testing on a blind child of five years old and her responses were no different from sighted kids.

GREENBERG: Well, we always talk about -- early childhood people, they talk about teaching the children social/emotional . . . their focus is the social and emotional. Well, it comes down to . . . they feel the instruction in sex role identification is enormously important. I mean, that's our legacy from the Freudian years -- that is, if you don't get your sex education right . . .

MERROW: Wait a minute. You said, "sex role identification" and then "sex identification". Those are really two different things.

GREENBERG: Yeah, right. Not to the Freudians. You see, the Freudians not only believe that you have to know that you're female and male, and know it, like, in every cell of your body -- not just like I'm a New Yorker, or, you know, a New Jerseyian, which most people know rather casually. They believe, the Freudians believe, and the early childhood people have studied this stuff the most -- that's what's so wild about it -- that if you don't play a certain role, you're going to absolutely ruin your whole life. It's not just . . . It's the Freudian notion that sexual roles sits or sexuality sits in an architectural way at the bottom of all adjustment, and if you have a crack in your sex role, you'll be cracked right up to the top, and they have accepted as appropriate the notion that if you in any way tamper with male aggressiveness or assertiveness -- I mean, you can keep them from bloodying a kid -- but if you tamper with that in any kind of systematic way, you're preventing him from having a satisfactory sex life.

MERROW: What you're saying is -- It's important to understand what sex you are, but you don't have to associate specific roles with that.

GREENBERG: Well, it seems to me that there's nothing clearer than what sex you are -- except for, I think, .001 of the population, and it doesn't take long to look down and get the message -- Once, twice. If you're a slow learner, three times. But this constant "Girls do this and boys do that" -- that's not even so bad. What's bad is there's a notion in the head of the teacher of what a real boy is like and what a real girl is like.

BLAIR: Professor Selma Greenberg of Hofstra University. Next week, John will pick up on her last point about the role teachers play in reinforcing or changing stereotypes.

And, speaking of adults, John, I noticed that the principal of that Individually Guided Education School in Michigan, who was a man, consistently referred to the teachers he was going to hire in the future as "she" and "her". Thus do we learn.

(Music)

MERROW: What would you like to be when you grow up, little girl? A nurse?

GIRL: (whispered) A doctor.

MERROW: I'm sorry. What?

GIRL: A doctor.

(Music)

BLAIR: Several years ago, parents at the Woodward School in New York joined together to combat sexism in the curriculum. Woodward is a private, interracial, non-sectarian cooperative school. But, even in such an open atmosphere, the task was not easy. The whole process is described in a book by Barbara Harrison called Unlearning the Lie: Sexism in Schools.

Here is a series of conversations which I had with teachers, parents and students at the Woodward School, when they were in the middle of the struggle against sexism.

RUTH FISHMAN: I'm Ruth Fishman. I'm the Acting Director of the Woodward School here in Brooklyn.

We got off to a rather rocky beginning. The parents were too gung-ho, and we were too smug. And I guess we also began to see that we hadn't done all that much from the parents' point of view.

CARRY JACOBS: I'm Carry Jacobs, the 8th grade teacher. I'm trying to recall the original days. I think we've always prided ourselves as a school on not having any hang-ups at all -- whether sexism or racism, or whatever. And I think we did stop and re-examine. But we accepted what the outside world said to these kids without putting up a fight in the classroom prior to the Sex Role Committee.

And in the area of curriculum, I think they were absolutely marvelous. If we had researched for a long time, we could not have come up with their resource material.

CHILD: They were giving us an example of how to memorize, how to spell a word. And the word they used was "conceit", and one of the steps was to think of what the word meant. And they showed a boy thinking of what it meant. And the picture of what it meant was a girl looking into a mirror. And being conceited of herself.

And when we saw that, we said -- "Oh, this is a male, chauvinist book. We don't want to learn from it. It's so stupid, and we don't like it." And we got really mad at the teacher, but it wasn't his fault.

CHILD: I always get into fights with boys. Like, they say, "We don't want to try new people because we might lose." And I say, "Well, you can never find out whether this girl will be a really good goalie, if you don't try her." And they immediately think that -- "Well, since she's a girl, and she's shy and stuff, that she, you know, won't be a goalie, and won't be a good one." And I think it's idiotic.

CHILD: Our teacher takes us out to the yard. We were playing punch-ball, and he made up a rule that if a boy kicked the ball over the fence, it was an automatic three outs. But if a girl hit it over the fence, it was a home run automatically. And that got me really mad.

I thought it was giving girls this advantage because they were known as the "weaker sex". It gives girls the feeling of being weaker, and needing all of these advantages to get along.

BLAIR: And what does that do to them?

CHILD: Well, that makes them think, like, they can't go out to work, and do any physical labor - like, being a construction worker or something hard like that. And so they stay in the house, and they just clean and everything.

CHILD: I hope in the future that men and women could do the same things, like, as each other. They're even.

CHILD: Well, I think everybody has explained what sexism is, but the problem is that everybody is being brought up with sexism in the school systems, generally. And most of the books for children are sexist. I mean, you can't get around it.

BLAIR: But is there a way without absolutely changing everything that we can do something?

CHILD: Yeah, well, I think you have to change the atmospheres of the schools. Like here at Woodward, a lot of the boys are doing so-called feminine things, and the girls are doing so-called masculine things.

Like, for example, my first two choices for electives, my first one was wrestling, and my second one was cooking. And that's the kind of contrast. Because there's an atmosphere that if I take cooking, I'm not going to be ridiculed or anything by the other boys.

Sexism means it both ways. It doesn't just mean chauvinism, male chauvinism. It could be the other way around, too. And it does because they can get a wrong idea, and, like, if there's a boy who's not that strong, but, like, he has good talents, like, in cooking and he's a good sewer, he's going to think that he's not a very masculine person, and it could be bad for their ego.

WOMAN: Even though we don't do this, the hardest part is to not think it. Because there's such subtle ways it comes out. When I look at a person, the first thing I identify is, of course -- Is that person male or is that female? I think this is something I've come to accept. Yes. I'm always going to do this. But am I going to let it then become a part of my way of feeling about this person. I think this is something I'll have to watch in myself. I have been, but I'll have to do this for the rest of my life. And stereotypes and prejudices I have come to know more and more are present in myself, and are really rooted in myself. But, hopefully, this will be lessened. And, as an educator, I also know that this is a problem that must be dealt with daily and constantly. And that I must be alert to it always.

BLAIR: Students and teachers at the Woodward School in Brooklyn, New York.

MERROW: We'll continue our report on "Women in Education" next week. Meanwhile, what's in a name? We call this program OPTIONS IN EDUCATION because we try to report on the educational choices that exist, and we hope to stimulate you to develop others. Nonetheless, we were surprised to discover that there are two other Options in Education -- not choices, but a magazine and a community group, both with the same name.

The magazine is published by The Urban Coalition in New York City. The other Options in Education is in Pima County, Arizona. A series of public meetings, Options in Education, Pima County-style, was created in 1974 to address the drop-out problem. Thirty-five percent of the students in Pima County were leaving school; sometimes literally, sometimes only mentally, with no goals, no jobs, and no marketable skills.

A second Options in Education forum was held in 1975. The result is apparently a heightened awareness of the problem and a career center study group that is now looking for some genuine Options in Education for these young people.

Juvenile Court Judge John Collins, a member of the career center study group, cites a practical reason for worrying about the young people who are not being served by the Pima County school system:

> JUDGE COLLINS: Well, we at the Juvenile Court Center see a direct relationship in the 35% failure in school and those children who come to the Juvenile Court for our attention. We think that -- We don't care how this is done, but we would like to see that the children who are not being served appropriately in the traditional schools have special services offered to them in lieu of sending them to Juvenile Court. Because sending them to Juvenile Court is no answer to their problems. It's only the beginning of a long problem that may end up in adult criminality.
>
> We get into the act after the fact -- after a child has had his problems and been referred to Juvenile Court, and we try to get him lined up with a program that's appropriate, but I think it's more appropriate to get a child into the program so he won't ever see Juvenile Court.

MERROW: Brenda Even, Assistant Professor of Secondary Education at the University of Arizona:

> BRENDA EVEN: If we could, first of all, coordinate and determine all of the programs that are existing in Pima County, and then if we could also have some assigned personnel who are working in conjunction not only with the Juvenile Center, but who are working with our counsellors in the existing school system, and then by a career center, if that is determined to be the option that he or she would need. So, this would seem to me to be a more or less a mediating group or coordinating group that would operate within our Pima County structure.

MERROW: That community is searching for Options in Education for the 35% of the student body not now well-served by the school system. That report was sent to us by John McCleary of member station of KUAT in Tucson, Arizona.

(Alka Seltzer Commercial)

BLAIR: Late in December, we reported on the importance of alumni contributions to private colleges and universities, and we asked you to tell us whether you give to your alma mater and why, or why not. Here is a sample of your answers to our questions.

MERROW: Paul Zolbrod of Meadville, Pa. writes: "I give primarily out of a sense of gratitude, a motivating force never mentioned during your interview with the fund-raiser. Have we become that cynical and uncomprehending of positive factors? The University of Pennsylvania provided me with what I come more and more to recognize as a first-rate undergraduate education. Since I graduated from Penn, I have become a college teacher myself, and I know how badly alumni support is needed these days."

BLAIR: J. Duncan of Scotts Valley, California sent us some of the fund-raising materials used by the University of California, Berkley, festooned with his graffiti. He feels that anyone who graduated in the last ten years will be turned off by all this fund-raising puffery, and they'll probably all be broke anyway. The note is signed with an IBM Student ID number.

MERROW: Edward McClean of Bloomington, Illinois writes: "I contribute every year and consider the education of others to be a very worthwhile cause. I do not agree with the statement about guilt feelings. One can be willing to do his share without feeling guilty."

BLAIR: John Gesinski of Madison, Wisconsin said: "Good people, I am a Life Member of the University of Wisconsin Alumni Association. I have sincerely felt that both professionally and as a well-rounded person, capable of enjoying the deeper beauties of life, the university has contributed greatly to my existence."

MERROW: George Cavatel of Abington, Virginia takes us to task: "I listened and was overwhelmed. A biased interrogator forced the listeners to feel by his smirks and smugness that anyone who gave money to his institution of higher learning was crazy -- be he Nelson Rockefeller or myself. It never occurred to the interrogator that he was cutting the throat of the very institutions which provided him with the excellence of education which he may or may not have gotten, had he but tried."

BLAIR: And we got this response, written on the back of a computer print-out from Gary Lampert of Las Cruces, New Mexico: "No, I don't give money to either alma mater, University of Pennsylvania or the University of Chicago, although both institutions have begged, wheedled and cajoled to do so. I'm not sure that I want to see students mired in Big-City pollution, as the price of an education." And, then he adds: "And it's only what sense of loyalty or guilt that I do have that prevents me from treating these appeals with any less derision than what I heap on subscription ads for 'Sports Illustrated'".

MERROW: Fran Junga of Woodstock, Vermont says: "I feel strong sentiment for my alma mater - even as she clogs the U. S. Mail with boring literature and ugly graphics. Someday I'll be able to afford a gift, but until then it all seems such a waste. All that time and energy could be put into a report to the entire college community; perhaps a video-tape, perhaps a magazine that would be truly exciting, and make us feel like we still belong. Meanwhile, a roommate today received his grade school alumni kit. Grade school!"

BLAIR: We'll share more listeners' letters on upcoming programs. If you'd like a transcript of this program, send 25¢ to OPTIONS IN EDUCATION, 2025 M Street, Northwest, Washington, D. C. 20036. A cassette is also available for $4.00. That address again is OPTIONS IN EDUCATION, 2025 M Street, Northwest, Washington, D. C. 20036.

MERROW: Material for this program was provided in part by member stations WKAR, East Lansing, Michigan; KCCM, Morehead, Minnesota; and KUAT, Tucson, Arizona.

BLAIR: Now, here's David Ensor with the Education News.

ENSOR: Court-ordered busing to desegregate the Detroit School System started last week, and from all accounts, it was a non-violent success. Student absenteeism dropped quickly from about 20% above the average the first day to pretty close to average four days later. Why is Detroit having such an easy time doing what Boston and Louisville are in such agony about?

Well, theories range from the limited amount of children District Court Judge Robert de Mascio ordered bused - only about 21,000, and none of them high schoolers - with the slushy snow and frigid winds of the Michigan winter, which protesters would have had to cope with. It's a whole lot warmer in a Detroit school bus right now than outside it. Also, unlike the Boston School Committee, Detroit's black majority school board has committed itself to making desegregation work. All in all, school officials are guardedly optimistic about the chances of peace and cooperation in the next few crucial weeks - though quite a number of whites and blacks in Detroit are still unhappy with what's happening.

Officials say a certain percent of whites have transferred their children to private schools, and the Detroit branch of the National Association for the Advancement of Colored People says the limited De Mascio plan is mere tokenism, and they say they'll appeal it to higher courts.

Meanwhile, a U. S. Judge has ordered the City of Milwaukee, Wisconsin to prepare a school desegregation plan for his approval. Federal Judge John Reynolds made no mention of busing in his order.

The eight-week teacher strike is over in Pittsburg. Union members voted early last week to accept a new 2 1/2 year contract. Kevin Gavin reports from Pittsburg:

GAVIN: Albert Fondy, the President of the Pittsburg Federation of Teachers, said that the turning point in the strike came when Common Pleas Court Judge Donald Ziegler appointed a five-member Fact Finding Panel to help resolve the dispute. Fondy, said that the Court was a major factor in helping to break the stalemate over salaries, school discipline, class size, unemployment compensation and Group Life Insurance - although all these demands were not completely satisfied by the School Board's offer, Fondy, said that he and the other Union executives endorsed it, and that the teachers should consider their strike to be a victory. Under the terms of the new pact, top scale salaries will go from the present $16,700 a year to $20,300 on March 1, 1978. For National Public Radio in Pittsburg, this is Kevin Gain.

ENSOR: So, teachers are back in the Pittsburg schools now with a pay raise promised, but they've also got some fines to pay. Judge Ziegler said he won't cancel the $105,000 in fines he ordered the Union to pay for ignoring his "Back-to-Work" order.

The Ford Administration has announced its proposed Budget for Fiscal Year 1977. While Congress appears unlikely to accept all, or perhaps any, of the President's proposed cuts and consolidations in education, the proposals do indicate Administration priorities in the field, and, in a way, they're a part of Ford's political platform for 1976.

The big domestic initiatives in the Ford Budget take the form of what he calls "bloc grants". Ford wants to replace a batch of Federally administered education programs, and another batch of child nutrition programs, including the School Lunch Program, with bloc grants to each state - based, mostly, on its population. States would get less money, but with new freedom to choose what they do and don't want to spend it on.

So, in education, for example, the Administration wants to hand out bloc grants totaling $3.3 billion for one group of programs - including Adult Education and programs aimed at Disadvantaged Students. Ford also wants drastic cuts in what's called "Impact Aid". (That's money to school districts serving children of Federal employees, such as military personnel.) And he wants to cut and consolidate three aid programs which now provide loans, grants or work/study subsidies to needy college students.

U.S. Education Commissioner Terrell Bell found himself somewhat on the defensive at the Education Budget briefing last week. Bell faced lobbyists for education groups who were outraged by the proposed cuts. How does this bloc grant proposal differ from the one President Nixon wanted a few years back that Congress only laughed at, someone asked.

BELL: This is a larger one. (laughter) Well, it is. Look at how many programs are included here. This is a larger dollar amount, and sends more authority - even than at that time - out to the states. One of the problems now with Federal legislation is to write it in such a way that it relates to 50 different statutes and state education systems. And this would give maximum flexibility for them to adapt and adjust to this.

ENSOR: Education Commissioner Terrell Bell. All told, the Administration wants to spend just under $7 billion on education in Fiscal 1977, about $1 billion less than existing funding levels would require. However, Ford wants to spend more money for research done by the National Institute of Education, and he also wants more for the Emergency School Aid Act - to be spent on other desegregation efforts besides busing -- a switch from last year, and some say a political decision. So, it's less Federal money for schools in 1977 and maybe a little less red tape, too, if Ford gets his way on education.

Legislation to start a National Child Care & Family Services Program is now before the Congress, and though its chances of passage look poor after a recent leafletting campaign against it, a press conference last week could give it a new lease on life. Eight major education organizations representing teachers, school administrators, school boards and PTA's, all said they want Congress to start a truly comprehensive child care system for the nation's pre-schoolers. They'd like to see the Government put more than $1 billion a year into starting up daycare, education and health services - and, where possible, they'd like to see centers run by the public school system.

ALLEN: It is precisely because we believe the quality of life during these years is so crucial that we've chosen to support an expanded national role for early childhood development programs. This is not to say that existing programs should be discontinued, if they are providing quality services. But we believe that as the social institution responsible for education, this nation's public schools should be provided with Federal funds to initiate and maintain quality, comprehensive programs in areas where they're willing and able to do so.

ENSOR: George Allen, a spokesman for the eight education groups. The bill now before Congress would do what the groups want, but without promising the schools the right to run the pre-school programs, if someone else in a given state or town could do it better. Day-care center and Headstart Directors say they would rather keep the bill that way.

A new coalition on child care is seen as a victory for Albert Shanker, the President of the American Federation of Teachers, and a long-time advocate of child care programs. The new unity among national educational groups is worth watching, but on child care, at least, all of this may be "pie-in-the-sky" talk since President Ford has said he will veto the bill, if passed, and votes for an override are simply not there, according to congressional staffers.

The other big teachers union, the National Education Association, is one of the eight groups along with the AFT, but child care may be one of the few things the two unions can agree on. Last week, the United Federation of Teachers in New York State, until now the only state union affiliated with both the AFT and the NEA, voted to break ties with the NEA. So, the dream some hold of a single teacher union in this country looks as faraway as ever.

In other education news, the Supreme Court has decided to allow a Virginia school system to give children with parental permission time out for regular classes so as to get religious instruction outside of school. A U. S. District Court had originally said that the program was unconstitutional because it advances religion with the state's blessing. But the high court decided it's all right since school administrators don't actively encourage children to take the outside religion courses.

As we talk about billions of Federal education dollars, huge city school district busing efforts and the U. S. Supreme Court's decisions about schools, it's easy to forget the little red or white, clapboard, one-room schoolhouse. Lest we forget, a committee of seven one-room school teachers recently raised over $8,000 to move an old Kansas one-roomer to the Agricultural Hall of Fame in Bonners Springs, Kansas. It just opened, and John Merrow called up Dale Reed, Director of the Hall of Fame. Reed said some of the school ways the 1917 structure symbolizes could do with a little more emphasis today.

REED: I'm not the strictest disciplinarian myself, because I know it can be overdone, but in order to teach eight grades in one room, discipline was fairly efficient.

MERROW: It sounds, Mr. Reed, as if you put the one-room schoolhouse in the museum, but there are a few practices that used to go on in a one-room schoolhouse that you'd like to see retained in the contemporary classroom.

REED: And I think that they're returning to them. I think there are residual values from one-room schoolhouse experiences that will be found very acceptable in contemporary education. I really do.

ENSOR: Dale Reed of the Bonners Springs, Kansas Agricultural Hall of Fame speaking with reporter John Merrow.

With News in Education, I'm David Ensor.

(Music)

BLAIR: This program is produced by Midge Hart; the Executive Producer of OPTIONS IN EDUCATION is John Merrow. I'm Wendy Blair.

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RESOURCE LIST

Unlearning the Lie: Sexism in School, Barbara Grizzuti Harrison, Liveright Press, N.Y., 1973.

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